

**NEW JERSEY
BEST PRACTICES
2002-2003 APPLICATION**

Failure to comply with the procedures for submission of the application will result in the elimination of the application.

Application Requirements:

1. **RESPONSES** to the information and the statements below must be **ANONYMOUS** and **ACCURATE**. No reference should be made to the names of the district, the school(s) or community. Use the words "the school" or "the schools" in responding to the statements
2. **USE ONLY THE SPACE PROVIDED ON THE APPLICATION FORM on pages 1, 2 (if applicable), and 4.** Do not include any additional materials, as they will not be reviewed in the selection process.
3. Applications must be typed on 8 1/2" x 11" white paper, portrait format. Twelve-point or larger computer font or fourteen-pitch or larger typewritten font must be used. This sentence is in twelve-point Times New Roman.
4. Keyboarded responses to all the statements below must be no more than a total of four pages. Keyboard and number the statement followed by the response. Format your response for clarity.
5. **The information on page 4 and the responses** to statements must be copied on one side of the page. The information on pages 1 and 2 (if applicable) must be copied on one side of the page. Staple pages 1, 2 (if applicable), 4, and the keyboarded responses together, in that same order.
6. The original application must be signed by the district chief school administrator or charter school lead person, indicating his/her approval.
7. **The original and seven copies of the application** must be submitted to the county superintendent of schools by **December 15, 2002**, with the **Itemized List of District Applications** form. Keep the seven copies of each application together with the original containing the signature of the district chief school administrator or charter school lead person on the top of each set.

The following data is required to assist the panelists in the evaluation of the application:		
Type of School	Grade Levels	Practice Name
<input checked="" type="checkbox"/> Elementary School	<u>3, 4, 5</u>	<u>Brown Bag Book Lunch</u>
<input type="checkbox"/> Middle School	_____	Number of Schools with Practice <u>1</u>
<input type="checkbox"/> Junior High School	_____	Number of Districts with Practice <u>1</u>
<input type="checkbox"/> High School	_____	Location <input type="checkbox"/> Urban/City <input type="checkbox"/> Suburban With Urban Characteristics
<input type="checkbox"/> Other: _____	_____	<input type="checkbox"/> Suburban <input checked="" type="checkbox"/> Small City/Town <input type="checkbox"/> Rural

Check the ONE CATEGORY into which the practice best fits.		
<input type="checkbox"/> Arts (Visual and Performing Arts)	<input type="checkbox"/> Gifted and Talented Programs	<input type="checkbox"/> Safe Learning Environment
<input type="checkbox"/> Assessment/Evaluation	<input type="checkbox"/> Guidance and Counseling Programs	<input type="checkbox"/> School-to-Careers/Workplace Readiness
<input type="checkbox"/> Citizenship/Character Education	<input type="checkbox"/> Health and Physical Education	<input type="checkbox"/> Science
<input type="checkbox"/> Diversity and Equity Programs	<input type="checkbox"/> Language Arts Literacy	<input type="checkbox"/> Social Studies
<input type="checkbox"/> Early Childhood Education Programs	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Special Education
<input checked="" type="checkbox"/> Educational Support Programs	<input type="checkbox"/> Professional Development	<input type="checkbox"/> World Languages/Bilingual Education
<input type="checkbox"/> Educational Technology	<input type="checkbox"/> Public Engagement (family involvement and partnerships with business, community, school districts, and/or higher education)	

1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative and how it promotes high student achievement.
2. List the specific *Core Curriculum Content Standards*, including the *Cross-Content Workplace Readiness Standards*,* addressed by the practice and describe how the practice addresses those standard(s). Provide an example to substantiate your response.
3. Describe the educational needs of students that the practice addresses. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. Provide assessments and data to show how the practice met these needs.
4. Describe how you would replicate the practice in another school and/or district.

*The 2002 edition of the *Core Curriculum Content Standards* published by the New Jersey State Department of Education was disseminated to all districts and charter schools and is available on line through the department's web site at <http://www.state.nj.us/education>.

1. **Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative and how it promotes high student achievement.**

We want our students to **want to read**. We want reading to be fun, exciting, challenging, and fascinating and we want to share our enthusiasm and love of reading through activities in school. The “Brown Bag Book Bunch” (BBBB) is a program designed to support the district literacy curriculum by fostering a love of reading in students. The BBBB offers students opportunities to choose literature and share their ideas, perceptions and opinions with their classmates. This motivational reading initiative includes the entire student population who has a range of interests and ability levels. The BBBB is held monthly in the Media Center, during lunch and recess, where students gather in an informal, relaxed atmosphere, eat lunch and participate in lively “literature language” and activities that enrich and enhance the literacy and technology curricula.

Objectives:

1. To develop and instill a love of reading in students.
2. To provide students with challenging activities that require higher order and critical thinking skills.
3. To design reading, writing and language-based activities through a differentiated curricular approach that meets all students’ needs.
4. To explore a variety of literature types and genres through non-traditional book reporting, plays, cross-cultural studies and creative activities.
5. To promote socially appropriate behaviors through discussion, brainstorming and sharing information and ideas in a relaxed, non-critical environment.
6. To develop an appreciation of the variety of resources available in the Media Center.

The innovative program promotes high student achievement.

BBBB is based on one genre or one highlighted author per month, per grade level. The librarian markets the genre and author to the students with colorful, creative book displays arranged around simple brown paper lunch bags.

The books are a cross section of literature for students of all ability and interest levels. Through interactive dialogue and the inclusion of varied enrichment activities, students compare and contrast cultures, characters, settings, writing styles and the author’s purpose. In addition, they draw conclusions, make predictions and relate new information to prior knowledge. Tasks are completed individually and in small cooperative groups. Enrichment activities include supplemental computerized quests researching the genres, author’s inspiration and writing tips.

The students' progress is assessed after each BBBB selection and they monitor their own progress from month to month. This voluntary practice has realized between 75% and 90% participation in each grade level.

2. **List the specific Core Curriculum Content Standards, including Cross-Content Workplace Readiness Standards, addressed by the practice and describe how the practice addresses those standards. Provide an example to substantiate your response.**

Workplace Readiness Standards 8.1, 8.3 and 8.4.

Students will demonstrate interpersonal and self-management skills. All students will use critical thinking, decision making, and problem solving skills. All students will use computer applications to manipulate and communicate information. Examples include:

- a. Through "literature language", students share ideas, perceptions and opinions, and relate these to their own lives.
- b. Working in heterogeneous groups, students learn to appreciate differences in their classmates' abilities and beliefs.
- c. Students monitor their own assessment results, comparing one month's progress to the next.
- d. Students are required to use critical thinking skills when completing BBBB activities. They choose the dessert served at the BBBB, which must be based on the book's theme or genre.
- e. Students use technology for researching genres, authors and topics before and after the reading.
- f. Brainstorming in a non-critical environment is a key component of BBBB. All sessions begin with whole group "literature language."

Language Arts and Literacy Standards 3.1, 3.3 and 3.4.

Students will read a variety of materials and texts with fluency and comprehension. Students will speak in clear, concise, organized language that varies in content and form for different audiences. Students will listen actively to information from a variety of sources in a variety of situations. Examples include:

- a. Students identify the author's purpose and propose their opinions, ideas, and perceptions through creative activities, plays and assimilation. After the students read a selection about choosing a class president, they organized a "fifth grade student board" and held a bake sale to raise money for Cancer Research.
- b. The BBBB activities include critical thinking, comparing and contrasting characters, setting, theme, author's purpose and cultures.
- c. The book selections vary according to ability and interest levels of the students. The grade level groups include students with disabilities as well as students in the basic skills and gifted and talented programs.
- d. During "literature language" students express their opinions and support them with details in the literature or through research.

- e. Students speak as well as listen during “literature language” and complete activities individually and in small cooperative groups.

3. Describe the educational needs of students that the practice addresses. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. Provide assessments and data to show the practice met these needs.

The BBBB addresses the educational needs of all students. The gifted and talented population comprises 11% of the students, 13% are disabled, and 8% are basic skills students. The voluntary program has between 75% and 90% participation and groups are heterogeneous. The cross section of participants fosters an appreciation and respect for individual differences and reading preferences. All student comments and input are eagerly accepted without criticism and through the differentiated curricular approach students of varied abilities succeed.

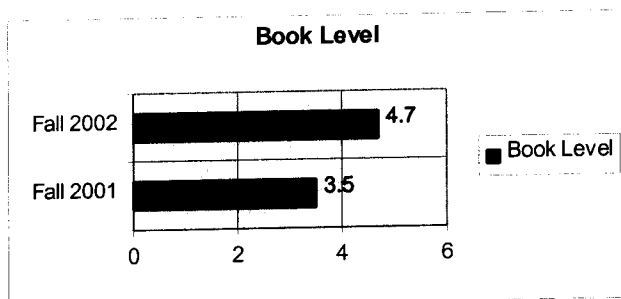
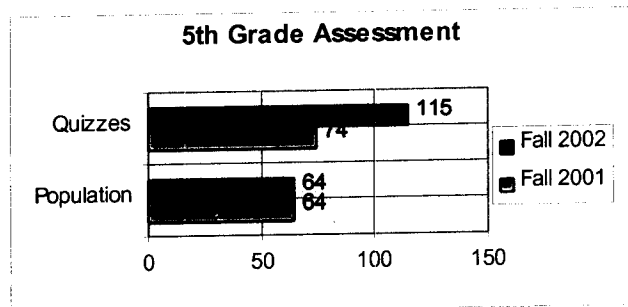
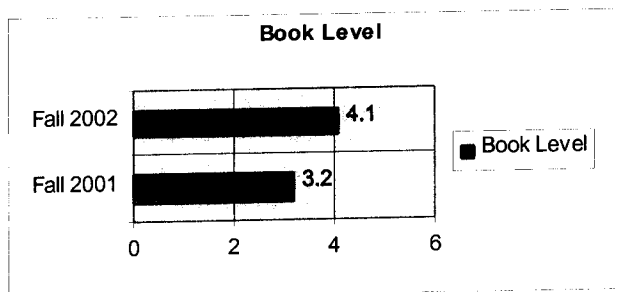
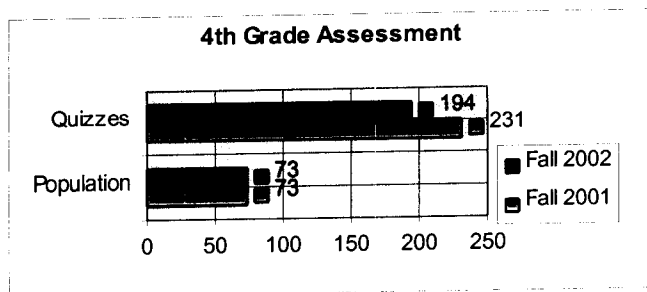
Progress is determined by the results from a computer-based assessment program. The following charts and graphs illustrate the increase in reading levels after one-year participation in this supplemental literacy initiative, the Brown Bag Book Bunch.

4th Grade	Fall 2001		
	Population	Quizzes	Book Level
Class 1	19	68	3.1
Class 2	18	70	3.1
Class 3	18	51	3.4
Class 4	18	42	3.3
Total	73	231	3.2

4th Grade	Fall 2002		
	Population	Quizzes	Book Level
Class 1	19	27	3.9
Class 2	18	94	4.1
Class 3	18	35	4.4
Class 4	18	38	4.2
Total	73	194	4.1

5th Grade	Fall 2001		
	Population	Quizzes	Book Level
Class 1	21	24	3.9
Class 2	22	16	3.8
Class 3	21	34	2.9
Total	64	74	3.5

5th Grade	Fall 2002		
	Population	Quizzes	Book Level
Class 1	21	36	4.5
Class 2	22	18	4.8
Class 3	21	61	4.8
Total	64	115	4.7



4. Describe how you would replicate the practice in another school and or district.

The Brown Bag Book Bunch is easy to replicate for other grade levels in other schools or districts. The practice is ideal for a wide range of ability levels as well. The practice supports the district's literacy program by offering opportunities for all students to participate in enrichment activities that enhance the district's literacy and technology curricula.

The school library should have a good selection of books. No students should be turned away. The teachers should have a desire to foster the love of books, reading, and learning in their students. The students who attend the BBBB happily eat their brown bag lunch in the media center, giving up their recess periods to work on long-term literacy projects where essential skills are reinforced. The lunch/recess time also has proven to be a good time slot for the whole student body. If the library is open at lunch then there is no scheduling conflict. The Brown Bag Book Bunch is one way the school makes learning a fun and memorable experience. While we are watching our students develop love of reading and good habits of life long learners, we are also reaping the benefits of excited parents who are enjoying their child's narration of a BBBB meeting and also volunteering to assist in future sessions.